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ABSTRACT

This handbook describes and develops the instructional system in use at North Harris County College (Texas). The document offers practical guidelines for the writing of course syllabi and the development of learning activities, and includes a selective bibliography of materials helpful to instructors. The learning activities discussed can be developed to implement and facilitate the objectives of a course. Ideally, several alternatives for learning activities will be provided for each objective, so that students can be provided with the most effective learning environment. Procedures for implementing 15 different types of group learning activities are provided, including audio-visual utilization, field trips, games, guest lecturers, case studies, discussion, role playing, student reports, and team teaching. Among the individualized learning activities suggested are audio-visual tutorials, computer assisted instruction, cooperative education, individualized instruction, learning resource centers, and programmed instruction. Appended are several short papers on what to look for in groups, how to conduct a film showing, how to stimulate lively film discussions, and how to write behavioral objectives for a course. (NHM)

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NORTH HARRIS COUNTY COLLEGE

ED115342

LEARNING TO LEARN

A HANDBOOK FOR INSTRUCTIONAL PLANNING

AND FACILITATION

1975-76

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LEARNING TO LEARN

A HANDBOOK FOR INSTRUCTIONAL
PLANNING AND FACILITATION
at
NORTH HARRIS COUNTY COLLEGE

1975-76
Houston, Texas

FOREWORD

This handbook is prepared for the instructional staff at North Harris County College. It is hoped that the handbook will be a guide to the development of instruction at NHCC that will facilitate a student's ability to learn as well as his/her ability to learn skills, knowledges, concepts and theories. In a world of constant change, the value of learning to learn will be the ultimate and most realistic tool of survival.

This handbook was prepared by the following persons serving as an ad hoc committee of the Curriculum and Instruction Committee:

Dr. Joe Airola, Dean of Instruction
Mr. Walter Lindsey, Instructor of Political Science
Miss Susan Pearson, Counselor and Chairperson of the Curriculum and Instruction Committee
Mrs. Nellie Thorogood, Chairperson of the Division of Business
Mrs. Anne Trammell, Head Librarian

We have tried to prepare a document that is usable and that will facilitate creative learning experiences and a positive learning environment for the students at North Harris County College. We hope you find it complimentary to your process of learning about learning!

Art work by students at the Harris County Rehabilitation Center; Mr. William Burrell, Instructor.

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INTRODUCTION

Learning seems to be most effective and successful when the student has a quality of personal involvement in the process. This handbook is designed to describe and develop the instructional system that we have created and accepted in our philosophy at NHCC.

For the most successful utilization of this handbook, we suggest that you utilize it in conjunction with the following resources:

NHCC Policy and Procedures Handbook - Section 400
Writing Behavioral Objectives, McAshan
Implementing Individualized Instruction, Herrscher
Taxonomy of Educational Objectives, Handbook I and II,
Benjamin S. Bloom, Editor
"Learning for Mastery," by Benjamin S. Bloom

THE COURSE SYLLABUS

The course syllabus is the plan of instruction and the outline of learning objectives to be accomplished in the course. It is developed by the instructor who is the professional in the field of specialization. The presentation of the course syllabus by the instructor to the student is an agreement of what will occur in the course during a given period of time. This agreement is an adult method of accomplishing specific and general learning goals because all persons concerned understand what will be accomplished.

All courses at the College will utilize this plan of instructional and learning facilitation.

LEARNER/PARTICIPANT

SYLLABUS CHECKSHEET

Complete	Incomplete	
____	____	COVER PAGE
		VITAL STATISTICS
____	____	Course Title
____	____	Prerequisites or Entry Skills Needed
____	____	Number of Hours Required Attendance (Lecture and Lab)
____	____	Credit Hours Received
____	____	Materials Needed (Including Textbook Equipment, Supplies, etc.)
____	____	Others As Necessary
____	____	PURPOSE OR RATIONALE FOR THE COURSE

A general rationale/purpose of the course statement. This might include one or more of the following:

1. How the course relates to a degree plan (A.A. or A.A.S. or A.G.S.).
2. How the information and skills gained from the course will benefit the learner/participant.
3. How the course fits into general bodies of knowledge - local, national or universal.
4. How the course work is applicable to a selected profession or career.
5. How the course work will improve personal social or communication skills.

This should be kept as concise and clear as possible. The purpose being to allow the learner/participant to use the statement to relate to his/her personal goals and interests.

____ ____ GENERAL GOALS OF THE COURSE

A general statement of the broad goals to be achieved within the course.

____ ____ COURSE OUTLINE

A presentation of the topical material to be covered in the course.

Complete	Incomplete	
____	____	SPECIFIC COURSE OBJECTIVES A presentation of 1 specified learning objectives 2 suggested learning activities and 3 evaluation criteria
____	____	for the grade of *C*
____	____	for the grade of *B*
____	____	for the grade of *A*
____	____	for the mark of *NC*
____	____	for the mark of *W*
____	____	for the mark of *I*
____	____	for the mark of *P*
____	____	A general statement concerning the evaluation of the learner/participant's achievement of the learning objectives. Specific statements should be presented concerning the procedures for determining the final grade in the course.
____	____	The evaluation statement should include some information of pre-assessment and post-assessment of learner's knowledges, skills, etc.
		COURSE WORK PROCEDURES
____	____	Procedures for Absences
____	____	Procedures for Make-Up Work
____	____	Suggested Procedures for Preparing for Learning Activities (Homework)
____	____	Study Guides
____	____	Sample Tests
____	____	Sample Evaluation Criteria Format
____	____	Others as Necessary
____	____	Calendar Outline of the Course - when objectives are due lecture topics reading assignments problems to be solved test days

OTHERS AS NECESSARY

LEARNING OBJECTIVES CHECKSHEET

1. Are the objectives clear, concise, readable?

2. Are the objectives stated in terms of what the learner should do or know?

3. Have you included all types of objectives that you expect the learner to be able to complete?

   a. Psychomotor - physical skills which can be developed.

      Examples of psychomotor objectives:

      (1.) Each student will be able to type 30 words per minute on a five-minute timed writing with no more than five errors.

      (2.) Each student will be able to speak clearly and distinctly in reading a one-paragraph speech.

      (3.) The student will be able to operate the dictaphone equipment according to the operations manual with 100% accuracy.

   b. Cognitive - intellectual skills and abilities such as knowledge, comprehension, application, analysis, synthesis, and evaluation.

      Examples of cognitive objectives:

      (1.) Each student will be able to define 50 common legal terms.

      (2.) After running a program, each student will be able to diagnose the computer program errors with 100% accuracy.

      (3.) Given the necessary instructions and gathering the necessary information, each student will be able to chart the criminal justice system for Harris County.

   c. Affective - attitudes, feelings, values.

      Examples of affective objectives:

      (1.) After completing a career/life inventory, each student will analyze and accept his/her strengths and weaknesses and develop a development plan for improvements.

      (2.) The student will discuss the advantages of attending a community college with various community groups - high school students, community centers, church groups, business groups, etc.

      (3.) Each student will volunteer to the service group of his/her choice to participate in the democratic political system.

4. Have you provided learning objectives for all levels of learning in the following areas (as applicable to this course)?

Cognitive - Knowledge, Recall
Comprehension
Application
Analysis
Synthesis
Evaluation

Affective - Receiving
Responding
Valuing
Organization
Characterization by a Value

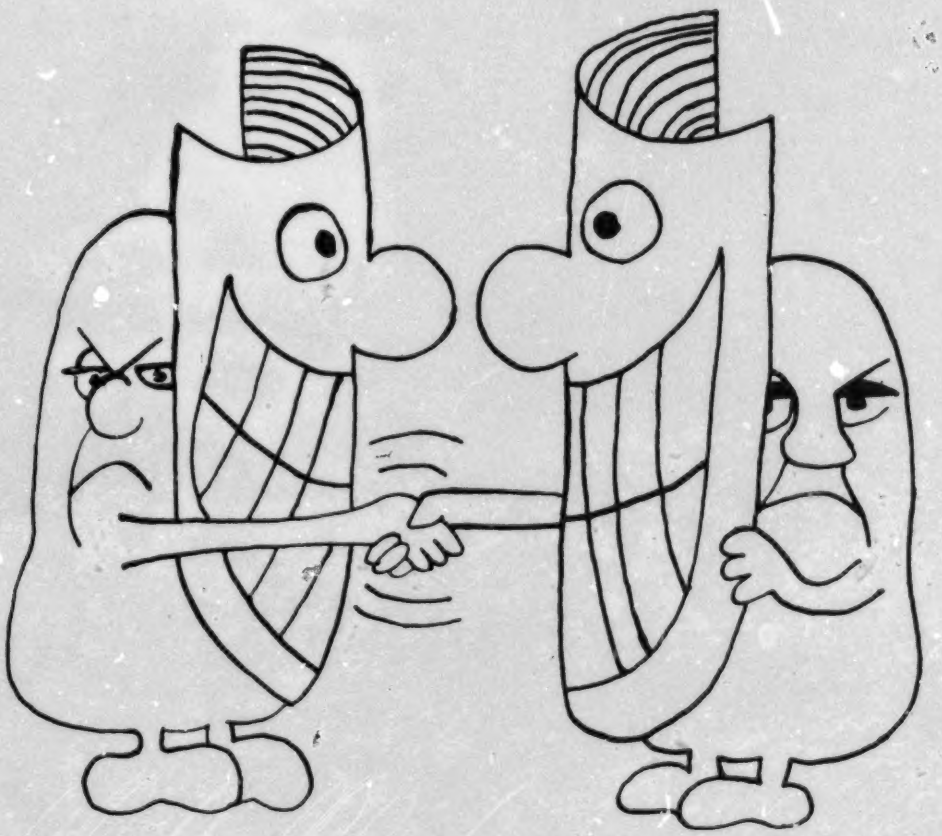
Psychomotor - Perception
Set
Guided Response
Mechanization of a Response
Complex Overt Response - Automatic

5. Have you included effective learning activities to achieve the desired learning objectives?

6. Have you included the process of evaluation of each learning objective (the degree of accuracy that must be achieved)?

DEVELOPMENT OF LEARNING ACTIVITIES

The following pages include types of learning activities that can be developed to implement and facilitate the objectives of a course. The ideal is to develop several alternatives of learning activities for each objective to provide the students with the most effective learning environment.



I. GROUP LEARNING ACTIVITIES

A. Audio-Visual Utilization

Audio-visual materials and equipment may be used very effectively as one method of instruction. Transparencies, 16mm films, 8mm filmloops, filmstrips, slides, sound filmstrips, tapes and records are available in the Learning Resource Center. Equipment for utilizing these materials, as well as an opaque projector for enlarging materials, is available. Future plans include the use of video tape.

See the Appendix for specific utilization techniques.

B. Case Study

A method of presenting true-to-life situations in which details and information are given to the students in such a way as to introduce a problem. The student must solve the problem based solely on the information given. It is very important that enough details be given to allow the student to reach an effective and adequate solution. The case study may be presented in writing, video-tape, film or audio-tape mediums. The solution may also be presented in any of the above listed mediums.

The case study method works best when you are trying to get adjustments in attitudes or trying to develop insight or understanding. It is not good for dispensing actual information.

How to Use:

1. Have the class break into subgroups after you have prepared the case study or selected a commercially produced one.
2. Have each group study the case.
3. After a reasonable time of study and discussion, the groups report their findings and solutions.
4. The instructor then summarizes what the groups have decided and reported. The instructor then makes some concluding remarks.

This method may also be used with individual persons, but the discussion following the solution is still very important.

C. The Incident Process

An alternative approach to the case study method. In the case study method, all the information is given at the beginning. In the incident method, the learners are given a situation, basic information is provided and then only additional information is given when asked for. In this method, students have to make decisions as to what information they have, what information is needed and how to use the information in solving the problem. It is designed to be an exercise in analyzing a problem and getting the necessary information to solve it. The method in using this method can be for groups (similar to the case study) and for individuals.

D. The Discussion

Unlike the lecture, the discussion method of teaching is student oriented. The instructor may or may not be the moderator, but he/she certainly should not dominate the discussion since the purpose is to encourage students to exchange ideas about some topic. Discussion groups work best when students are assigned an outside reading, provided with key questions about the materials, and be asked to return as a group to discuss salient points and interpretations. In addition, the instructor should *always* arrange the classroom to provide an atmosphere whereby students talk to each other. Lastly, the instructor should always summarize the basic conclusions of the discussion group.

A model class procedure for group discussion would include the following:

1. Assignment of preliminary problem reading or topic;
2. Formation of the group;
3. The discussion;
4. Follow-up and summation.

E. Field Trip

The field trip is another method used in meeting course objectives. The three basic steps involved in a field trip include preparation, visitation and follow-up. When proposing a field trip, assess its potential instructional value as a first consideration. If the visit promises good results, plan activities to ensure achievement of instructional objectives. Follow-up activities such as student reports and class discussion should reveal the extent to which the instructional objectives were achieved. An example of a field trip for a business class would be a visit to a brokerage firm. Arrangements for field trips should be made approximately one month in advance.

F. Games

A technique utilized to provide a constructive competitive situation in the classroom. Games may be utilized to provide experiences, to clarify values and to identify self knowledges and experiences. Games may be instructor designed and developed or purchased commercially.

G. The Guest Lecturer

Most courses in any college can benefit immensely from a guest lecturer - here defined as a person or persons with "on-the-job training" or a "specialist" in a particular discipline. The class should be thoroughly prepared for the guest lecturer and his special topic. Time should always be provided for an extensive question and answer period. Lastly, both the class and the instructor should evaluate the guest lecturer's presentation to the class. A thank you note should always be drafted to the guest lecturer.

H. In-Basket Exercises

The in-basket exercise is a simulation of a person's "in-basket" on his desk at any particular job assignment or area of research. The process is designed to develop a student's organization, delegation, planning, decision-making, scheduling, perception and communication skills. The exercise is designed as a problem to be solved and the important evaluation information are the reasons behind the decisions made, not just the decision itself.

How to Use:

1. Develop the in-basket exercise or select a commercially produced one.
2. Give the in-basket information to the students.
3. The student studies the problems, makes his/her decisions, and supports the decisions taken.
4. The student prepares a written or oral report of the decisions taken and the reasons why.
5. Group or individual discussion follows concerning the reasons for the decisions. Feedback concerning the decisions made is very important for the student in this exercise.

I. The Action-Maze

This method is to be used in conjunction with the in-basket approach. In the in-basket exercise, the student takes action on each piece of the information provided "in the basket" - but the student does no follow-up on the action taken. In the action-maze, the student reacts on one piece of information in the in-basket and selects one of several choices of reactions or solutions. After making the selection, there is a reference to a certain page where the results of that decision are described. Therefore, the student gets immediate feedback on the decision and then continues to the next piece of information in the in-basket and continues on the same process.

The instructor using this process will have to have all the information available, as well as the alternative decisions and actions taken.

J. The Laboratory Method

The laboratory is designed to practice the theoretical knowledge gathered by the student in the classroom setting. A typical college laboratory is a theatre in which the student acts out a series of learning skills which insure that the student experiences a duality of theory and application.

In this "hands-on-approach," the student enters the real world of chemical, biological or physical phenomena and learns to manipulate the data and "machinery" of the technological world.

K. The Lecture

One of the most widely used methods of imparting knowledge from instructor to student is the lecture. First used in European universities during the Middle Ages, the lecture is still used and abused today by college instructors.

Basically, the lecturer talks more or less continuously to the class. The class listens, notes the facts and interpretations worth remembering, and thinks over them then or later. The essence of this method of teaching, and its purpose, is a steady flow of information going from the instructor to the student. The lecturer should never "lecture" from the textbook. Rather, the lecture should be an illumination/explanation of the text. Lastly, the lecturer should always summarize the salient points of the lecture.

L. Learning Resource Center Activities

Group activities in the LRC may consist of orientation to the LRC, students coming in as a group to do research, "finding" exercises using resources to locate specific information, viewing an audio-visual presentation, or small group study in the conference rooms.

M. Role Playing

A learning process of getting a point or points across by improvising the situation that needs to be learned. This is a technique that is designed to get the learner almost totally involved in the learning process.

1. Formal Role Playing

In this form of role playing, the roles are well defined. The roles and situations are well defined, plenty of background data is provided, and desired outcomes are defined. Within the process, certain persons will perform roles, role reversal is applied (or can be), and observers are assigned. The process would occur similar to the following outline:

a. Role players research and review roles and background.
b. Observers review background information and review the expectations of the observer.
c. Formal role playing occurs.
d. Role reversal is activated.
e. Observers provide feedback, observations, and situational analysis.
f. All participants discuss feelings, observations, etc.

2. Informal Role Playing

Similar to formal role playing in procedures, except informal role playing occurs spontaneously - utilizing little or no preparation. It is a seemingly natural interaction which comes about by the skill of the instructor to provide situational learning experiences and then draw from the feedback of the participants and observers. An instructor should be skilled in using this technique to bring out certain points of learning and instruction that would otherwise be very difficult to make.

In informal role playing, usually the instructor assumes one role and it is very important to maintain that role throughout the situation. The instructor should work to be as realistic as possible in the role.

N. Student Reports

Individual student reports or group student reports may be utilized to complement a course where information exchange is important. Utilizing this method will allow the students to gather historical or current data to complement the lecture or discussion area in class. The student can report the findings in writing or orally. These reports could include some or all of the following: book reports, periodical reports, film reports, research papers and reports, community interview reports, etc.

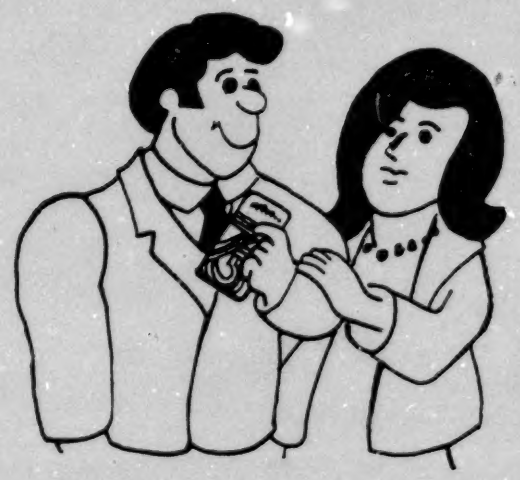
O. Team Teaching

Team teaching is a method by which two or more instructors are involved in instructing the same course. This is designed to integrate expertise areas of the instructors and provide a variety of instruction for the students.

Team teaching can be approached from several different procedural concepts, two of which are as follows:

1. Each instructor assigned to the course develops his/her area of expertise, the objectives, learning activities, and the evaluation procedures. These areas are combined to create the course.

2. The instructors assigned to the course meet and develop the course objectives, learning activities, and evaluation processes jointly. They attend all classes and interact as a team during the class - this may be in the form of lectures, discussions, or question/answer sessions.



II. INDIVIDUALIZED LEARNING ACTIVITIES

A. AVT - Audio-Visual-Tutorial

A method of instruction that utilizes an audio and visual stimuli. This can be in many methods - tapes, slides, filmstrips, sound pages, sound-on-slides, 16mm films, film loops, tapes and printed materials, and video tape. The AVT instruction method utilizes the following procedure steps:

1. The course of study to be mastered is divided into study units.
2. Each unit of study is divided into sections of learning to be mastered.
3. Objectives are written for each section.
4. Appropriate media is selected for the presentation of the instruction.
5. Instruction is recorded on the selected media or purchased commercially.
6. Instruction is implemented.

In this process the student registers for the course, takes a pretest, proceeds through the units of instruction needed, completes a mastery of objectives, and takes the final examination of objectives. The instructor's role becomes one of supervisor of learning experiences and provider of the individual instruction that each student will need.

B. AT - Audio-Tutorial

A similar method instruction to the AVT method, except only an audio stimulus is provided.

C. CAI - Computer Assisted Instruction

Utilization of the computer as an instructional tool. This form of instruction is highly structured units of instruction with specific objectives and learning to be accomplished. This instruction can be information giving and testing, games, simulation, and assistance to learning processes (such as accounting, mathematics, and statistics). The advantage of utilizing the computer is the instant feedback that can be provided to the student.

D. Cooperative Education

Cooperative Education (sometimes titled Cooperative Work Experience and Seminar) is a plan whereby students of various majors blend theory and practice by working on training assignments in related job situations. The cooperative experience may be exploratory, career-related, pre-professional, and career training. It is designed for students of all majors.

The cooperative work experience is developed in coordination with a supervisor on the job and a coordinator with the college. The student develops job-related objectives to fulfill the requirements of the experience (course). The seminar is facilitated by the coordinator for the students centering around skills, attitudes, values, etc. that are important to a person's human development in relationship to the success in a career-related or exploratory job assignment.

E. Individualized Instruction

A method of self-paced learning with emphasis on individual learning needs, the availability of multiple learning modes to achieve the objectives of the course, and grades based on the achievement of the objectives (rather than on averages at the end of the semester).

F. Learner Controlled Instruction

This type of instruction can occur in two formats:

1. The instructor identifies the objectives to be mastered and the student identifies his own learning map, whether the objectives are to be mastered through the use of books, films, lectures, discussions, etc. The instructor in this situation becomes the identifier of resources and facilitator of instruction.

2. The student identifies what is to be learned and mastered within the course. Types of questions that the learner should answer before beginning the course: What will I learn; What method will I use; At what pace; What materials will be necessary to get me there; In what sequence; What assessment can I make of my success.

This method is utilized best with adults because of the varied experiences they bring into learning situations.

F. Learner Controlled Instruction (Continued)

This method will usually include a contract of the agreed learning to be accomplished. The contract will include a statement of the behavior the learner will achieve, a description of the verification of the learning achieved, and the agreed grade to be achieved.

This method is the ultimate in individualized learning and instruction.

G. Learning Resource Center Activities

A variety of media resources support individualized instruction. To assist with individualizing instruction, the LRC has the following resources for use: print materials, tape recordings, records, filmstrips, sound filmstrips, slides, video tape, 16mm films, 8mm filmloops, transparencies, and programmed materials.

LRC personnel will assist instructors in planning, producing and selecting the most appropriate print and non-print materials to implement individualized instruction.

H. Programmed Instruction

Programmed instructional materials are utilized as one method to enable individuals to attain course objectives. Programmed materials are produced by instructors as well as commercial sources and consist of printed booklets, self-check test materials, filmstrips (silent and sound), tape recordings, study prints and slides.

The instructor should be careful to assure that programmed materials meet the objectives of the course.

I. PSI - Personalized System of Instruction

A system of instruction that involves the following characteristics:

1. The course is broken down into several units of study.
2. Each unit of instruction consists of study questions, objectives and tests (this can include pretest, test, review test questions).
3. Each student progresses through the units of study at his/her pace, testing as much as necessary until perfection of the objective is mastered.
4. Few lectures and demonstrations are given for enrichment for the students.
5. Student proctors are utilized to tutor the students with the study units.

I. PSI - Personalized System of Instruction (Continued)

Prior to offering a course by the PSI method, an instructor would have to carefully identify the following:

1. Units of study;
2. Objectives of each unit and of the course;
3. Tests that measure these accomplishments of these objectives;
4. Guidelines for student proctors.

This method is utilized effectively in classes in which the units of learning are sequential; i.e., one unit must be mastered before progressing to the next. Mathematics, physics, psychology, and accounting are courses that would lend themselves to the PSI method.

J. The Study Guide and Workbook

The main objectives of any study guide are to help students understand and learn a particular discipline. It may be used to review materials covered in the lecture and the text. Most study guides also provide "self tests," thereby facilitating individualized instruction. Instructors, however, should always select a study guide that parallels the test and the course objectives.

Lastly, the instructor should periodically check the students' study guides for completeness.

AVAILABLE RESOURCES

A SELECTIVE BIBLIOGRAPHY OF MATERIALS

HELPFUL TO INSTRUCTORS

NHCC LEARNING RESOURCE CENTER

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Boston, Robert E. *How to Write and Use Performance Objectives to Individualize Instruction.* Englewood Cliffs, N.J.: Educational Technology Publications, 1972.

BASIC UTILIZATION PLAN FOR EDUCATIONAL MEDIA

One basic plan for utilizing educational media has sometimes been described as requiring the instructor to "prepare, present, and follow up." This simple formula involves five steps, as follows:

1. Prepare yourself - Actually preview the film, for example, or listen to the recording. Develop a plan to use the item which describes how you will introduce it, what you will do and ask your students to do during and after using it, and how you will tie the experience to the flow of activities and thus make it useful and relevant.

2. Prepare the environment - Arrange necessary materials and equipment required for proper viewing or hearing. See that equipment is reserved, on hand and properly set up.

3. Prepare the class - Introduce the item; make clear why it is being used at the particular time it is; briefly describe what it covers; stress what is important to be learned from it. Tell students what they will be expected to do after using the item.

4. Use the item.

5. Follow up - After use, invite and answer (or discuss) questions about the film, filmstrip, or recording.

Brown, James W., Richard B. Lewis, and Fred F. Harcleroad. *AV Instruction: Technology, Media and Methods*, Fourth Edition. New York: McGraw-Hill, 1973.

APPENDIX

WHAT TO LOOK FOR IN GROUPS

In all human interactions there are two major ingredients - content and process. The first deals with the subject matter or the task upon which the group is working. In most interactions, the focus of attention of all persons is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working. Group process, or dynamics, deals with such items as morale, feeling tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, cooperation, etc. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will better enable one to diagnose group problems early and deal with them more effectively. Since these processes are present in all groups, awareness of them will enhance a person's worth to a group and enable him to be a more effective group participant.

Below are some observation guidelines to help one process analyze group behavior.

Participation

One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

1. Who are the high participators?
2. Who are the low participators?
3. Do you see any shift in participation; e.g., highs become quiet; lows suddenly become talkative. Do you see any possible reason for this in the group's interaction?
4. How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Disinterest? Fear? etc.
5. Who talks to whom? Do you see any reason for this in the group's interactions?
6. Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

Influence

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

7. Which members are high in influence? That is, when they talk others seem to listen.

8. Which members are low in influence? Others do not listen to or follow them. Is there any shifting in influence? Who shifts?

9. Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

Styles of Influence

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. *How* a person attempts to influence another may be the crucial factor in determining how open or closed the other will be toward being influenced. Items 10 through 13 are suggestive of four styles that frequently emerge in groups.

10. Autocratic: Does anyone attempt to impose his will or values on other group members or try to push them to support his decisions? Who evaluates or passes judgment on other group members? Do any members block action when it is not moving the direction they desire? Who pushes to "get the group organized"?

11. Peacemaker: Who eagerly supports other group members' decisions? Does anyone consistently try to avoid conflict or unpleasant feelings from being expressed by pouring oil on the troubled waters? Is any member typically deferential toward other group members - gives them power? Do any members appear to avoid giving negative feedback; i.e., who will level only when they have positive feedback to give?

12. Laissez faire: Are any group members getting attention by their apparent lack of involvement in the group? Does any group member go along with group decisions without seeming to commit himself one way or the other? Who seems to be withdrawn and uninvolved; who does not initiate activity, participates mechanically and only in response to another member's question?

13. Democratic: Does anyone try to include everyone in a group decision or discussion? Who expresses his feelings and opinions openly and directly without evaluating or judging

others? Who appears to be open to feedback and criticisms from others? When feelings run high and tension mounts, which members attempt to deal with the conflict in a problem-solving way?

Decision-Making Procedures

Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some people try to impose their own decisions on the group, while others want all members to participate or share in the decisions that are made.

14. Does anyone make a decision and carry it out without checking with other group members? (Self-authorized) For example, he decides on the topic to be discussed and immediately begins to talk about it. What effect does this have on other group members?

15. Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?

16. Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group (handclasp)? How does this affect other group members?

17. Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote (majority support)?

18. Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?

19. Does anyone make any contributions which do not receive any kind of response or recognition (plop)? What effect does this have on the member?

Task Functions

These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before them.

20. Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?

21. Does anyone attempt to summarize what has been covered or what has been going on in the group?

22. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?

23. Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

Maintenance Functions

These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere which enables each member to contribute maximally. They insure smooth and effective teamwork within the group.

24. Who helps others get into the discussion (gate openers)?

25. Who cuts off others or interrupts them (gate closers)?

26. How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?

27. How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

Group Atmosphere

Something about the way a group works creates an atmosphere which in turn is revealed in a general impression. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words which describe the general impressions held by group members.

28. Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?

29. Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?

30. Do people seem involved and interested? Is the atmosphere one of work, play, satisfaction, taking flight, sluggishness, etc.?

Membership

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group which give clues to the degree and kind of membership.

31. Is there any sub-grouping? Sometimes two or three members may consistently agree and support each other or consistently disagree and oppose one another.

32. Do some people seem to be "outside" the group? Do some members seem to be "in"? How are those "outside" treated?

33. Do some members move in and out of the group; e.g., lean forward or backward in their chairs or move their chairs in and out? Under what conditions do they come in or move out?

Feelings

During any group discussion, feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of nonverbal cues.

34. What signs of feelings do you observe in group members: anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.?

35. Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

Norms

Standards or ground rules may develop in a group that control the behavior of its members. Norms usually express the beliefs or desires of the majority of the group members as to what behaviors *should* or *should not* take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit), or operating completely below the level of awareness of any group members. Some norms facilitate group progress and some hinder it.

36. Are certain areas avoided in the group (e.g., sex, religion, talk about present feelings in group, discussing the leader's behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?

37. Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree?

38. Do you see norms operating about participation or the kinds of questions that are allowed (e.g., "If I talk, you must talk"; "If I tell my problems you have to tell your problems")? Do members feel free to probe each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?

The 1972 Annual Handbook for Group Facilitators, pp. 21-24. University Associates, 1972.

HOW TO CONDUCT A FILM SHOWING

Select a room large enough to accommodate your audience comfortably. If you must use an overly large room or auditorium, encourage people to sit close together.

The only adequately darkened room for showing a film is a completely dark room. Venetian blinds and drapes help, but even small light leaks around windows can cause a washed-out image on the screen. Supplementary darkening with light-proof shades or large sheets of opaque paper applied to the windows with tape may be the answer.

Ventilation is important. A warm, stuffy room will put your audience to sleep faster than the dullest film. Air conditioning is a boon. If you do not have it, keep a window open at the back of the room, where light distraction will be minimal.

Comfortable seats should be placed within good angles of vision. Viewers at sharp angles on the sides and too close to the screen see a distorted picture.

A long room calls for a screen with a beaded surface. A wider room requires a matte screen, which gives a brighter image for viewers on the sides.

Anticipate your audience's needs. Note pads, clip boards, and pens head your list. If smoking will be permitted, provide ashtrays. Discussion afterwards may call for a blackboard or a large writing easel. Many projectors can be used as public address systems by connecting a microphone.

Extension cords and the sound speaker cable should be long enough to lie far awar from aisles or under seats. A separate speaker is recommended, as the quality of sound is best when it comes from behind the screen, a few feet off the floor.

Clean the projector lens and the film gate. Bits of lint and hairs distract viewers and scratch film. Thorough cleaning should be repeated before each film.

Introducing the film and leading discussion afterwards require your undivided attention. For this reason, you should choose and train an aide to be your projectionist.

Allow enough time to finish your preparations before your audience arrives. The projector should be placed on a stand or perfectly level table at a distance which gives an image that exactly fills the screen. Too great a distance causes the image to spill over onto the back wall; too little wastes part of the screen. A zoom lens on your projector allows you to correct the size of your image easily.

The projectionist should sit on a chair behind the projector. His tools are the projector manual, a spare bulb, a spare exciter lamp, and spare fuses.

Be sure the take-up reel is large enough. If showing more than one film, have a take-up reel for each. This eliminates the need to rewind films while the audience is present.

While threading the film, warm up the sound system and leave it on. Run the film long enough to adjust focus and sound level. Too much sound is a more common fault than too little.

Low-pitched, unintelligible sound results from insufficient tension around the sound drum. To correct this, tighten the film on adjacent sprockets as carefully as possible.

When you are sure the sound level and focus are correct, rethread or reverse the film to the foot or two of black leader between the numbered leader and the first picture. This black area should start in the film gate to eliminate the distraction of watching the numbers count down. A skilled projectionist will put one hand in front of the lens to block the screen while the leader runs through.

Your introduction of the film will allow time for late-comers to be seated. The lights should be turned off at a signal from your projectionist when both of you are ready.

Starting on time is important. Your audience will appreciate this, and there will be no need to cut your discussion afterwards if schedules are tight.

Never leave the projector unattended. The projectionist should always be ready to turn off the machine instantly if anything goes wrong. If the film must be stopped, the discussion leader should talk to the audience while the trouble is being fixed.

Most film breaks are caused by opening of old splices. When rethreading, leave out enough extra film to put at least a complete turn around the take-up reel. To determine whether the turn has caught, test it by hand.

The projectionist should monitor focus and sound level, correcting for occasional drift.

At the end of the film, fade out the volume and turn off the lamp simultaneously. There is no need to race to turn on the lights. Many audiences appreciate that moment of darkness to reflect on the film and adjust their eyes before being hit by brilliant room light again.

Wait until the audience departs before rewinding the film. If the print is rented, the distributor may prefer to receive it not rewound. This simplifies inspection.

HOW TO STIMULATE LIVELY FILM DISCUSSIONS

Learning from films is greatly enhanced by audience discussion, both during and after the screening. You, as discussion leader, can increase the effectiveness of a film and reinforce knowledge gained by your ability to prepare the audience and stimulate comment and discussion.

Even if a film is not perfectly suited to your purpose, you can relate the content to the theme and objectives of your meeting with appropriate introduction and discussion. You can concentrate on selected points or show only portions of a film.

There is no substitute for a thorough knowledge of the film as well as the subject matter. You should always see the film beforehand, preferably several times.

Where a sufficiently detailed synopsis is not available, prepare your own. You may make a tape recording of the sound track for your private use to clarify structure and obtain direct quotations.

Plan an outline for your introduction, but make it sound extemporaneous. Think of this as an opportunity to whet the audience's appetite, stir up enthusiasm, excite curiosity, and alert the viewers to important points.

Tell your viewers they will be expected to discuss the film afterwards. Describe its format. Rough out the central idea and scenes, but don't give away too much of the content.

If you have decided to stop the film at intervals for discussion, let your audience know in advance where and why. Research has shown that interruptions to review action, answer questions, and prepare viewers for the next sequence increase retention.

Introductions should be brief. One to five minutes usually suffice. Always remember your own enthusiasm contributes to that of the audience.

After the film, allow a moment for transition. If the showing has been a long one, urge viewers to stretch. You may wish to rearrange seats in a circle for discussion.

Suggest a pause for reflection. Give the viewers a minute to think about the film, and put their notes in order. Encourage them to write down their own discussion questions.

Begin your discussion with a brief statement of the film's point of view and handling of the topic.

Use other learning aids. Your preparation of readings and references from correlated texts will fill information gaps. Give your audience mimeographed excerpts from books and articles on the topic which they can keep for later study. Use a chalkboard or writing easel. If participants are willing, tape record the discussion.

Don't be reticent about using motion picture terms to describe events in the film. Phrases such as exterior shot or close-up will help viewers pinpoint what you are describing. Most viewers easily grasp the meanings of shot, scene (a group of shots related by location or idea), and sequence (a group of scenes).

Direct your opening questions to a few viewers whom you have primed in advance. Their quick participation will assure a good kickoff.

Your first few questions should evoke specific, factual answers. Leave broad, theoretical ones until later. Questions that are easy to answer give the viewers confidence which they will need when you direct discussion into areas requiring deeper thought.

Phrase questions in a way that enables the audience to explore a variety of answers. Avoid leading and rhetorical questions.

When referring to action in the film, use the present tense. For example, "Why does Mr. Brown hesitate before he signs the order?" rather than "Why did Mr. Brown hesitate before he signed the order?" This subtle difference sharpens the viewer's recollection.

It is not necessary to discuss topics in the order they are in the film. But your discussion plan should proceed in an orderly fashion to the theme and objective of your meeting.

Encourage thinking about what is actually seen on the screen. Individual viewers vary in their perceptions of visual and sound clues. Draw out quieter members of your group with a series of progressively complex questions. Reward and praise. If some group members monopolize discussion, give them plenty of recognition; they want little more.

Increase rapport by directing questions to individuals. Relate events in the film to their personal experience. When this rapport is established, it is time to deal with topics directly related to your theme and objectives.

Toward the end of discussion, announce the number of minutes before you will summarize. The purpose of the summary is to relate the discussion back to the film. Review the main points of the film, and state their significance as interpreted by the group.

After your discussion, evaluate its effectiveness with a few key members of your group. Replay your tape recording of the discussion and study areas of strength and weakness. A sense of timing questions, skill in steering tangents back on course, and the ability to evoke active participation by each member of the audience are qualities every discussion leader can develop.

Olympic Film Service

ILLUSTRATIVE VERBS

The following list of verbs are to help you in developing your objectives for each course.

Creative

Alter	Paraphrase	Reconstruct	Rephrase	Rewrite
Ask	Predict	Regroup	Restate	Simplify
Change	Question	Rename	Restructure	Synthesize
Design	Rearrange	Reorganize	Retell	Systematize
Generalize	Recombine	Reorder	Revise	Vary
Modify				

Complex, Logical, Judgmental

Analyze	Conclude	Deduce	Formulate	Plan
Appraise	Contract	Defend	Generate	Structure
Combine	Criticize	Evaluate	Induce	Substitute
Compare	Decide	Explain	Infer	

General Discriminative

Choose	Detect	Identify	Match	Place
Collect	Differentiate	Indicate	Omit	Point
Define	Discriminate	Isolate	Order	Select
Describe	Distinguish	List	Pick	Separate

Social

Accept	Communicate	Discuss	Invite	Praise
Agree	Compliment	Excuse	Join	React
Aid	Contribute	Forgive	Laugh	Smile
Allow	Cooperate	Greet	Meet	Talk
Answer	Dance	Help	Participate	Thank
Argue	Disagree	Interact	Permit	Volunteer

Language

Abbreviate	Edit	Punctuate	Speak	Tell
Accent	Hyphenate	Read	Spell	Translate
Alphabetize	Indent	Recite	State	Verbalize
Articulate	Outline	Say	Summarize	Whisper
Call	Print	Sign	Syllabify	Write
Capitalize	Pronounce			

Illustrative Verbs

Study

Arrange	Compile	Itemize	Mark	Record
Categorize	Copy	Label	Name	Reproduce
Chart	Diagram	Locate	Note	Search
Cite	Find	Look	Organize	Sort
Circle	Follow	Map	Quote	Underline

Music

Blow	Compose	Hum	Pluck	Strum
Bow	Finder	Mute	Practice	Tap
Clap	Harmonize	Play	Sing	Whistle

Physical

Arch	Bend	Catch	Climb	Float
Bat	Carry	Chase	Face	Grab
Grasp	Kick	Pull	Skill	Swim
Grip	Knock	Push	Somersault	Swing
Hit	Lift	Run	Stand	Throw
Hop	March	Skate	Step	Toss
Jump	Pitch	Ski	Stretch	Walk

Arts

Assemble	Dot	Illustrate	Press	Stamp
Blend	Draw	Melt	Roll	Stick
Brush	Fold	Mix	Rub	Stir
Build	Drill	Mold	Sand	Trace
Carve	Form	Nail	Saw	Trim
Color	Frame	Paint	Sculpt	Varnish
Construct	Hammer	Paste	Shake	Wipe
Cut	Handle	Pat	Sketch	Wrap
Dab	Heat	Pour	Smooth	

Drama

Act	Display	Express	Pass	Show
Clasp	Emit	Leave	Perform	Sit
Cross	Enter	Move	Proceed	Start
Direct	Exit	Pantomine	Respond	Turn

Illustrative Verbs

Mathematical

Add	Derive	Group	Number	Square
Bisect	Divide	Integrate	Plot	Subtract
Calculate	Estimate	Interpolate	Prove	Tabulate
Check	Extrapolate	Measure	Reduce	Tally
Compute	Extract	Multiply	Solve	Verify
Count	Graph			

Laboratory Science

Apply	Demonstrate	Keep	Prepare	Specify
Calibrate	Dissect	Lengthen	Remove	Straighten
Conduct	Feed	Limit	Replace	Time
Connect	Grow	Manipulate	Report	Transfer
Convert	Increase	Operate	Reset	Weigh
Decrease	Insert	Plant	Set	

General Appearance, Health and Safety

Button	Dress	Fasten	Taste	Unzip
Clean	Drink	Fill	Tie	Wait
Clear	Eat	Go	Unbutton	Wash
Close	Eliminate	Lace	Uncover	Wear
Comb	Empty	Stop	Untie	Zip
Cover				

Miscellaneous

Aim	Erase	Led	Relate	Stake
Attempt	Expand	Lend	Repeat	Start
Attend	Extend	Let	Return	Stock
Begin	Feel	Light	Ride	Store
Bring	Finish	Make	Rip	Strike
Buy	Fit	Mend	Save	Suggest
Come	Fix	Miss	Scratch	Supply
Complete	Flip	Offer	Send	Support
Consider	Get	Open	Serve	Switch
Correct	Give	Pack	Sew	Take
Crease	Grind	Pay	Share	Tear
Crush	Guide	Peel	Sharpen	Touch
Designate	Hand	Pin	Shoot	Try
Determine	Hand	Position	Shorten	Twist
Develop	Hold	Present	Shovel	Type
Discover	Hook	Produce	Shut	Use
Distribute	Hunt	Propose	Signify	Vote
Do	Include	Provide	Slip	Watch
Drop	Inform	Put	Slide	Weave
End	Lay	Raise	Spread	Work

ABSTRACT OF ARTICLE

Professor Cahn was profoundly frustrated that so few students in his Literature Class participated in a discussion of the weekly readings. He noted that teacher dominated discussions and lectures were not only boring to his students, but that examination papers revealed little knowledge of topics covered.

In an effort to involve students, he first changed the seating arrangements in the classroom - U-shaped. Then, he asked five (5) students to discuss with him a particular reading, giving them a week to prepare. The remainder of the class sat outside the U-shaped arrangement as (1) intermittent observers; i.e., those who could participate after twenty minutes into the discussion and (2) observers, those who listened. After a few discussions, his experiment revealed that intermittent observers became "judges of their peers" and finally participants in the discussions. Even some observers finally joined in the discussion group.

Mr. Cahn's findings:

1. Student-instructor discussions reduced "anxiety about test."
2. Participants in the discussion were usually well prepared and eager to participate and exchange views with peers and instructors.
3. Intermittent observers graded fairly and became participants themselves.
4. Role of instructor was to stimulate, correct and go beyond particular subject.
5. Maintained that discussions increased student participation in class.

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGES

Cahn, Meyer M. "Teaching Through Student Models: The City College of San Francisco," in Philip Runke, *The Changing College Classroom.* (available in LRC, NHCC)